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THE CEA CRITIC

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WORDS IN READING

(A portion of a paper read for the CEA, Charlottesville, Va., Oct. 22, 1955)

From the phrasing of an answer to a question about William Morris's activities as a socialist, I got an image of cops on motorcycles. In an attempt at gentle irony, I asked whether motorcycles had been invented by 1887. Of course, the student said, he knew they didn't have motorcylcles in those Old English times. But he had got from his reading the idea that cops, maybe on horses, rode at the head of the parade.

What he read in the book was: "The 'insurrectionism' of the period reached a climax in the 'Bloody Sunday' of November 1887, when the socialists, at the head of a working-class demonstration, invaded Trafalgar Square and were routed by the police." Well, if "Bloody Sunday" and "insurrectionism" mean the crucifixion and resurrection, "working-class demonstration" means what it means at the state fair, and "routed by the police" means the police led the way, the sentence means that on Easter Sunday some reds and some mechanics, who had got up some kind of show, held a parade, with a bunch of cops leading it. That makes sense. How can the student tell that it is the wrong sense?

Study of Roots?

This student goes to the Library to read forty pages assigned in social science. He reads the forty pages, and he makes sense of them. He even takes notes that it would be an invasion of privacy, as well as a shock, to examine. The bulk of what he reads is so large that he cannot look up all the words he does not know. Besides, making something of each strange word from its context, he does not know what words he does not know. I am not thinking of the word peri-apt, which he may look up. He finds that it means an "amulet," which he supposes is a bracelet. I am thinking of microcosm which he guesses as "little bitty" from the context and some association with "microscope," and of macrocosm, which he supposes is a Scotch variant of "microcosm."

This earnest D-grade student, who has never read anything to speak of, pores over his book in the Library, until he falls asleep. He cannot help it, for what he makes of the reading is unbearably dull. He moves our pity and merits our help. One way to help him is to teach vocabulary in some systematic way. The most systematic method that I know for teaching what words mean is to teach them through study of their roots. Since this method is presented in all the textbooks, you are familiar with it. It seems to me a good method.

Words Must Make Sense

But the best way to teach a student to build a vocabulary for efficiency in reading is to teach him to make of what he reads the sense that the writer intended when he wrote it.

Knowing what the words we read mean is related to the problem of making something out of what strikes the eye or the ear. But we all make something out of whatever strikes our senses. I have no doubt that a cat on Wall Street makes of that center of financial activity sense quite adequate to his needs. Perhaps, in the cat's concept, men examining ticker-tape and shouting are finding something to eat on it—as they may be.

If we think of an airplane landing among primitive people, we may flatter ourselves that they are filled with admiring wonder. But I think it more realistic to conclude that they know what an airplane is when they see it. It is a god, perhaps. I do not image that a savage bothers his head about the principle of an airplane any more than my grandson, aged three,

(Please Turn To Page 10)

LITERATURE, FOR THE FUN OF IT

For the past three or four years I have received from time to time pamphlets prepared by various college English departments. These pamphlets undertake to point out the vocational opportunities awaiting a successful undergraduate English major. Various magazine articles have appeared deploring the slight opportunity for acquaintance with English and other humanities provided by most undergraduate professional curriculums.

The CEA has been promoting the cause of the humanities (especially English) in its various conferences and has found impressive support from some executives in business and industry. The campaign has been rather extensive and has impressed many people, particularly teachers of English.

It seems to me, however, it has made little impression either on college students (who very likely haven't heard of it) or on those emissaries of business who each spring season swarm into the offices of placement directors to recruit promising seniors. I wonder if perhaps the campaign is less effective than it should be because, first, it embodies a confusion and, second, because it claims too much.

Twofold Meaning of "English"

The source of confusion lies in the twofold meaning of the term "English." In almost all college curriculums the study of "English" means both the study of verbal communication and the study of literature, primarily belles lettres. I am afraid that to most people English means far more often the first of these, but that to teachers in college departments of English it means both, with perhaps somewhat greater emphasis on the second.

There is, however, a distinct difference between the two, and perhaps it is the responsibility of the CEA and of all teachers of "English" to make this difference clear. Verbal communication is a skill or a "tool" which is essential to the conduct of our present culture. Expertness in using this skill is largely dependent on natural talent and only partly on training, but it seems to have been demonstrated that almost any person can acquire some skill with training and practice.

Because almost no one except the most ignorant of college freshmen fails to see the use of this skill, millions of dollars and the efforts of thousands of teachers are devoted to improving verbal communication. I think it is this "English" that most people think of when the subject is brought to their attention. And it is certainly this English that provides for undergraduate majors by far the greatest vocational opportunity. A glance at the pamphlets mentioned above will make this point clear.

Verbal communication is a tool, but like all tools it must be used on some sort of material. Since those who teach its use are usually trained to use it in connection with belles lettres, they are likely to think of that use as its characteristic and most significant use. Therefore much of the practice of beginning college students has traditionally been devoted to reading extracts from literature and to writing imitations (however ineffective) of literature.

However, in recent years it has been recognized that verbal communication is a tool much more widely useful than many teachers of college English courses seem to have realized. This recognition is responsible for the ferment in "beginning English" in colleges that has resulted in the courses named "Communications." These courses attempt to apply the tool of verbal communication to material believed more suitable to the interests and abilities of the present college student, who, at least when

(Please Turn To Page 3)

Message from Kathrine Koller, Outgoing National President, Annual Meeting, Chicago, December 27, 1955

Congratulations to you and the fellow members of your staff on the report for 1955. Equally warm thanks to the wonderful and hard working committees. There can be no doubt about the future of any organization whose activities reach into the very roots of its membership. The new officers are men of ability and dedication and I look forward to progress of a high order.

I hope the Critic will publish the committee reports and solicit discussion and criticism. The CEA must face some important questions, such as the problem of the instruction of English composition, the great pyramiding organization of departments, the nature and preparation of the new teacher by the few at the top, the inadequacies of the entering student, the lowering of admission standards and the challenge to our honest analyses of our success as teachers of English. If the CEA will direct its energies toward these problems in every possible way, I am sure we will be a continuing vital force in our colleges today.

To the new president, Bruce Dearing, all cooperation and hearty support. To the future, all success.

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THE TEACHER VIEWS HIS PROFESSION

The Antioch Alumni Bulletin for Nov., 1955, contains a survey conducted by Edward Fiess of Brooklyn College into the attitudes and ideas of Antiochians in college teaching. Since similar reactions might well be obtained from other college teachers, the results of the survey are of interest to everyone in the profession.

Fifty-eight questionnaires from teachers in a wide range of subjects in senior colleges and universities were analyzed. Thirty-seven of the teachers held the doctorate; thirty-one taught in publicly controlled institutions; and twenty-five taught in private institutions. Only four of the fifty-eight belonged to no professional organization, and only eleven claimed no publications.

Asked what the chief deficiencies of college students are, thirty-five found deficiencies in writing, reading, or speaking English, but only three specifically attributed these deficiencies to the high schools; mathematics came second, with sixteen reporting deficiences there. Lack of intellectual independence, lack of curiosity, lack of motivation were reported by many.

In response to a query concerning the chief needs of their institutions, eighteen mentioned larger funds for the faculty, twelve a more selective admissions policy, and six a faculty of better caliber. Eight expected the increased national enrollment to produce a better selected student body, seven expected it to lower standards, and others anticipated increased teacher load, lower caliber teachers, more use of audio-visual aids, etc.

A question concerning the influence of departments of education on college teaching brought from thirty-three the answer that there is little influence, and from nineteen the opinion that the influence is harmful. Nine thought the influence should become greater; eighteen thought it should dimish. The reasoning of those who thought education departments have too much influence can be condensed as follows: "The schools of education, by training elementary and secondary school teachers, bear the responsibility for passing on the poorly prepared students who cause our teaching to be ineffectual."

When asked whether their college experience had encouraged them to go into teaching, twenty-seven answered no and twenty-eight yes, but one half of those who said yes said that the decision had been made in grammar school. The influence of specific teachers and specific courses was noted by seventeen as the chief factor in their decision. Professor Fiess believes, from his analysis of the detailed answers, that nothing breeds good teaching like good teaching, and that out-of-class contacts are shown to be at least as important as anything that happens in the class.

Twenty-six teachers listed "contributing to students' growth" as the greatest satisfaction of teaching, with enjoying an intellectual life given second rank. Low pay and lack of time for personal or professional growth were listed as the chief reasons for dissatisfaction. Twenty-two, when asked what the chief problems are in the relations between college administrators and college teachers, took an anti-administration position. Twelve ascribed difficulties to faulty communication. Definite sore spots were "administrators lack democratic spirit, excluding faculty from participation in policy forming;" they are not concerned with intellectual leadership; they are the master rather than the servant of the faculty.

Jibberings of an Old Ghost

Nearly two decades have slipped by since the Carnegie Foundation confidingly placed in my hands several thousand dollars to spend in finding out how written composition was then taught in American colleges and what Business and Society thought of such teaching. And I was to check the result of any prevailing methods against a pattern of my own.

I like to recall the humorous and friendly plain speaking of President Keppel and Dr. Suzzalo of the Foundation as they gave me my instructions. I was chosen, they said, because I knew nothing whatever about the conventional ways of making scientific inquiries and even less about scientific measurement of results. Too many inquiries, they said, began and ended in the laboratory, and no one benefited except the persons engaged in the inquiry. They directed me to associate with myself someone experienced in such esoteric matters, but on no account to relinquish my control; and to publish the results of the inquiry in simple English rather than in pedagogical gobbledygook.

The inquiry consumed more than a year, spent about $10,000 and scattered a snow storm of thin pamphlets throughout the collegiate world. Providence watched over me just as it cares for fools and the United States Congress and provided me with an expert associate generously endowed with common sense. A few lasting results were obtained, notable among them being the begetting or jesta-

tion of CEA.

We followed every by-path, fro an inquiry as to what journalist thought of schools of journalism, t whether psychologists believe ther is any such thing as creative writ ing, and if so, what sort of writing is uncreative.

But just as those wise counselor warned me at the start, the great er part of that research died in th laboratory. I say this becaus every now and then I read an nouncements of other researcher duplicating much of our educatio al debauch, and evidently unawar of such duplication. And I know that decade behind decade behin ours there were other similar re searches of which we took no cog nizance, even though they wer conducted by whole states with hundred thousand children as guin ea pigs.

The other day a contributor t the Reporter magazine reveale again that threadbare notion tha English teachers mark their exam ination papers subjectively, th mark varying with the changin moods of the instructor or wit the state of his digestion. Where as exact sciences never vary i their appraisals, because the an swer to each of their question must be either right or wrong. I our mammoth research we took ac count of this notion and sough for ways to evaluate student writ ing objectively.

We found a machine (made b psychologists for the use of psy chologists, Heaven forgive them,

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LITERATURE, FOR THE FUN
(Continued From Page 1)

he enters college, is mostly a creature not interested in becoming a "well-rounded man" nor in acquiring a skill that is not marketable.

This shift in "English" for the general run of students is necessary and justifiable in my opinion, but it makes the dichotomy between "English" as verbal communication and "English" as the study of belles lettres even more apparent. When, therefore, the CEA, the departments of English, and individual teachers talk or write about "English" they should make clear to their listeners and readers whether or not they are talking about skill in verbal communications, which is a tool, and therefore marketable, or the study of belles lettres, which is an end in itself and not marketable.

"Belles Lettres" Defined

So far I have used the term belles lettres as if I knew what it meant. And I think I do, roughly, though of course I should hardly venture on a formal definition. It means the bulk of the poems, plays, prose fiction, and essays, samples of which may be found in an anthology of British and American literature, which make up the content of most courses in English, American, foreign and comparative literature, and which were originally written to give pleasure to listener or reader. It seems important to me that the aim, to give pleasure, be emphasized. Perhaps it was Henry James who said that the novelist's first aim must be to tell an interesting story. At any rate for me, writing that gives pleasure is belles lettres.

And here, parenthetically, I must say that I believe a further confusion arises. For most of the students in "advanced" English courses, belles lettres are a tool, since generally such students intend to become teachers of English and therefore must become not only enjoyers of literature but professional analysts of it. This tends to make the object of advanced courses less to increase the student's source of pleasurable experience than to increase his professional skill in analysis. This is indeed a legitimate aim, but a limited one, and will never appeal to large numbers of human beings, any more than will nuclear physics, biochemistry, vector analysis, or Aristotelian logic.

It is my impression that the CEA ought to be basically interested in making available to all students the joy that belles lettres can provide, in order, of course, to help produce that elusive character the "well-rounded individual." So why doesn't CEA stop worrying so much about the importance of the humanities (specifically "English") in creating good top executives, who don't need belles lettres specifically1 any more than they need biochemistry or vector analysis? Why not, on the other hand, accept the fact that most college students will never find belles lettres more than a source of pleasure? And why not use some of the CEA's very considerable energies to help spread the doctrine that literature is fun? It is fun to discover literature and it is fun to read it perceptively. The CEA would be accomplishing a great deal if it could persuade college administrators and people who hire students that no one should be denied this fun.

Cultural Trap

Perhaps the CEA and the other teachers of belles lettres have fallen into a cultural trap. We have perhaps succumbed to the temptation to make ourselves "important" and "significant," to create "good public relations," to make ourselves a "vital factor in modern civilization." Would it be better if we relaxed and saw ourselves, at least as far as our relations go with those students who are not planning to become professionals in literature, as guides to pleasure? If we really believe in the well-rounded individual, we should believe in the need for having fun, an activity that is now sadly neglected, and to which we could contribute much.

If ability to enjoy literature contributes to making a better executive of a great business or a better chief engineer or a better corner pharmacist, so much the better, but let that achievement be the by-product which it must always be. Let's not claim that the humanities, and especially literature, are essential to executive and engineering skill or that studying them will lead to material success and social power,2 which I think we are perilously close to doing. Let us be more modest and claim only that we can reveal a source of joy3 that has been always a part of human living and that will never let one down.

It may be anticipated that criticism of this point of view will be based on its superficiality and lack of seriousness. Perhaps it has these faults, but as far a I know, literature has never been a primary concern to most people, and it is "most people" whom we meet in our required literature courses. The few who devote their lives to making literature and to disseminating it have always provided joy to the vast bulk whose interest has been superficial and not serious. We are and should be as profound and serious as possible with those students who are to become professional students of literature, but we also must be "superficial" with those for whom literature will never be more than a secondary interest and a joyful relaxation.

E. W. Gray
University of Toledo

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known as an Oculo-Photometer. This is a machine by means of which a beam of light cast upon the face of a seated reader while he reads a student theme, records the movement of his eyeballs as he reads. The themes had been retyped to avoid difficulties of handwriting and set the width of a newspaper column so that the eye could command each entire line without motion of the head, except slowly downward. It is assumed that if the material is full of grammatical errors or misspelling or obscure sentences the reader will pause to re-read or examine fully and the graph will display significant wrigglings. On the other hand, if the theme is interesting and well written the graph will be a straight line.

This portentous machine was warmly indorsed and we watched with bated breath while the eccentricities of instructorial eyeballs were recorded. The results were startling. Student themes which had delighted our hearts, even revealing hints of genius, were responsible for fantastic wrigglings, while a moronic bit of composition produced a straight line. Only after continued catechizing of our several readers did we discover why. They were accustomed to dull themes and student writing full of errors; they did not need to look twice. But when they found themselves reading a work of literary art they would doubt its reality, and pause to re-read a sentence and look further back to see if it was really as good as it seemed, perhaps rolling their eyeballs in wonder and delight.

No teacher worthy of his guild ever marks objectively. When he has so disciplined his emotions that they have no share in the forming of his judgments it would be well for him to stop teaching even though he is the most exact of exact scientists.

Burges Johnson

1Yet compare Dr. Frederic E. Pamp's article "Liberal Arts as Training for Business." Harvard Business Review, May-June, 1956. In this article, the thesis is urged that the study of belles lettres can and should be made to contribute directly, as well as indirectly, to the executive "on the job."—Editor

2Yet compare the claims of those who believe the study of belles lettres important for the socio-ethical devolpment of the student, and who have urged this point of view at CEA meetings and at CEA Institute Conferences. Examples, Brother Comac Philip's Florida CEA Institute talk, published in the Critic (March and April, 1955) under the title, "Liberal Education and Executive Leadership."—Editor

3This emphasis has frequently been made at both regional CEA meetings and CEA Institute Conferences, as well as in publications emanating from CEA related meetings. For example, John Ciardi's "An Ulcer, Gentlemen, Is an Unwritten Poem", Canadian Business, June, 1955. This has been presented at a regional conference of College English teachers (Texas) and to participants in the CEA Institute Conference at Union College and General Electric Company. In report form, it is being distributed to all CEA members, as well as to numerous people in business and industry. Three hundred copies have just been sent for distribution to college teachers of English in Texas. Prof. Ciardi's concluding paragraph goes as follows: "Poetry is one of the forms of joy, the most articulate, the most expanding, and therefore, the most fulfilling form. It is no separation from the world; it is the mankind of the world, the most human language of man's uncertain romance with the universe."—Editor.

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Engineers Need Not Be Writers

Recent issues of engineering and scientific journals have been preoccupied with the training of technical writers. In each article, the assumed problem was how to make a scientist literate. The most frequent solution was to change the scientific curricula of the colleges; second in popularity were suggestions on how to establish on-the-job-training courses in report writing. Neither solution seemed happy to deans or employers. The present article does not question the validity of the solutions but the problem itself.

Current practices in leading laboratories do not require an engineer to be literate. Any technical writer can follow good lab notes. Since the writer works for a lower salary, why not keep him at the desk and the engineer at the bench? If the engineer spends his time writing, he is wasting his employer's money. He is of more value doing something for which he has been trained and for which he has been hired. He doesn't enjoy writing anyway.

The realistic use of engineers qua engineers is more than simple economy on the part of employers. It is the least painful way to absorb the raw material furnished by the colleges. This is not meant as an attack on the colleges. A situation exists in which, for various reasons, those charged with basic scientific work are incapable of discussing it. As industry cannot afford cultural lags, writers are sought from disciplines other than engineering.

A survey of adequate or better technical writers reveals widely varied backgrounds and educations, but a few generalities pertain. None is afraid of work with words. All are capable of sitting at a typewriter for eight hours a day, and all are capable of producing three thousand words in those eight hours. Most are thick-skinned enough to ignore those engineers who regard them as glorified clerk/typists and modest enough to realize their own limitations in specialized areas. They are social science majors who will write for no other reward than a day's pay.

As science is based on mathematical procedures, a technical writer must have some command of mathematical jargon. The words and a few methodological skills usually rub off on any social scientist willing to audit a math course. Fundamentals are easy when there is no hidden message to trap the unwary.

An engineer approaching English has a different problem. For at least fifteen years he has read required texts. With varying success he can recognize which axe is being ground, but didacticism in assigned doses is not always fun. It is downright fatiguing to maintain a continuous qui vive for meaning while performing the gymnastics demanded by esoteric symbols. He reaches a saturation point and then enjoys a conditioned reflex against all literature.

This is not to say that special English courses should be given to engineers. It is merely one explanation for the psychological block which turns an engineer against words. Any engineering student will advance other explanations of a more animalistic nature.

Should we accept the premises that it is economically undesirable to make writers of engineers and that it is easier for non-engineering students to learn mathematical methodology than it is for engineers to learn the fundamentals of communication, it becomes salutary to explore the education of a social-scientist technical-writer. Exposure to strict disciplines is generally held desirable. Debate on this point seems to be only in the degree of application. (Dr. F. F. Ashenhurst, a former chief writer in the Civil Service, insists that the finest craftsman he ever hired was an unfrocked priest.) A descending chain of acceptability might be semantics, logic, philosophy, history, economics and religion.

Knowledge of scientific methodology is an unquestioned asset. Acceptable major fields in the social sciences might be history of science, philosophy, mathematics, symbolic logic and industrial psychology.

Command of idoms comes from absorption of miscellaneous information gathered in general areas. The much-maligned 'survey" and "comparative" courses are uniquely adapted.

Felicity in languages has been variously defended and attacked. While preservation of these courses as disciplines may be anachronistic, retention as an etymological source is timely. The Zeitgeist and the state of the art will determine individual selection(s).

Facility in the medium is understood. Variously viewed as a product of familiarity, this attribute is best engendered by creative writing and journalism courses.

Finally a developed sense of objectivity—scholarly or otherwise—points to courses in criticism, journalism and history.

What sort of curriculum does this form? Acceptable courses seem to be English, journalism, history of science, philosophy, symbolic logic, economics, mathematics and psychology. Essentially, these are the courses required for a degree from a liberal arts college. The frequency of mention and the adaptibility of discipline of the first two suggest them as desirable ma rs. Obviously the English major might eschew a course in the pastoral and expose himself to one on printing techniques. Common sense will indicate a desirable interdisciplinary approach.

There remains something to be said, if anything significant can be said, about the personality of a technical writer with a background in English or journalism. He cannot be precious. Too often the English majors of today happily hold an attitude of "very few understand my works." This is accentuated by a horror of the trite and a love for the original—however tortured. A technical writer is soon blasted from this position He may still think himself an artist, but he is no longer muse-inspired. Rather he is a craftsman using words as tools. He is happy to discover the analogy between the selectivity of a strict verse form and a tight technical report. If he's a journalist of any experience, he has learned to present objectively a wide variety of data. If he's an English major of any integrity, he has learned to package the ideas of others. If he has any value as an employee, he can work a forty-hour/fifteen-thousand word week. And if he wants a technical writing job, he can start now.

John Mitchell
University of Massachusetts

Victorian News Letter

In the future, **The Victorian News Letter** will be printing by photo-offset and will extend its coverage to include explication, textual studies, reviews of articles, in addition to the type of information it has printed in the past. It has been found necessary to charge a nominal subscription fee: $1.00 for one year or $2.00 for three years. The address is 737 East Building, Washington Square, New York 3.

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SECRETARY'S REPORT FOR 1955

(Presented at the Annual Meeting, Chicago, December 27, 1955)

Three circumstances, in particular, help dictate the form this report takes:

1. The extended interpretive report already presented to cover the 1954 period.

2. The June meeting, at the University of Massachusetts, of the CEA national officers and directors, and Lee Holt's report on that series of sessions: (a). extended, in mimeographed form; (b). selected, in The CEA Critic for September 1955.

3. The publication, in the last four issues of The CEA Critic, of reports having to do with CEA activities and developments during 1955.

The actions taken at the June meeting indicate the CEA story for the first half of 1955, and they afford guidelines to the record for the second half of the year. The CEA Critic reports, combined with the Committee reports to be summarized at this meeting, and, in full, to be made part of the proceedings, enable me, in this report, to draw attention to developmental highlights instead of trying to be encyclopedic. The 1954 Secretary's report helps provide context—especially with regard to general policy and over-arching philosophy.

I. In Appreciation

First, I wish to thank our officers and directors, our committee members, our regional CEA leaders, and numerous other CEA members for the way, this year, they have put their shoulders to the wheel: for the work they have done, the moral support they have given, the vigorous constructive criticism they have offered. All this has been especially important in a year of assessment and consolidation, a year in which we have tried to make firm the ground from which we are to take our next steps forward, to concentrate our energies, to clarify and define our next objectives, to probe the future possibilities.

In particular, I wish to thank our President, Kathrine Koller, who, at the Amherst sessions and elsewhere, has provided just the type of leadership needed in this year of transition. CEA members, surely, have sensed this quality of leadership in the President's message, published in the September Critic.

II. CEA National Headquarters and Facilities

The facilities remain about the same. We are assured of more ample quarters and facilities when the new Arts and Science building at the University of Massachusetts is completed. This year, since late August, we have benefited from the full-time secretarial services of Mrs. Rosemary Messer; and from the part-time services of Dr. David Clark, of the University of Massachusets English Department, who has served as administrative assistant. Among the jobs for which Dr. Clark has assumed major responsibility have been the editing of the 1954 CEA Symposium, Seeing It Whole; the building up of the records of our CEA regional activities, the maintenance of liaison with the regional secretaries and program chairmen; and the arrangements for the national sessions. In this last-named assignment, Dr. Clark has worked very closely with Henry Sams, Catherine Ham, Gwyn Kolb, and other members of the Chicago CEA committee for the national CEA sessions.

Dr. Clark has likewise worked on the compilation of a CEA list of visiting scholars available for lecturing on subjects dealing with English and related studies; and he has served as CEA consultant on an NAEB financed project, As Others Read Us. He has also done numerous errands and drudge jobs that someone has to do in the offices of a national organization; and is heading up the CEA staff at the annual sessions in Chicago.

The University of Massachusetts, this year, has continued to give the kind of cooperation described in the 1954 report. It should be added, however, that, because of other administrative duties expected of me by the University, less of my released time, this academic year, goes to CEA executive work. What this means is that the burden for the CEA work falls all the more frequently on my evenings, week ends, and vacation periods; and that I try to see that the time thus devoted is invested most tellingly in CEA interrelationship and developmental efforts.

In addition to David Clark, and, of course, Albert P. Madeira, our Treasurer and Director of the CEA Bureau of Appointments, other people at the University have been giving time to CEA—some of them on a volunteer basis; some of them for nominal remuneration for special jobs undertaken. To be named here are: Leonta Horrigan, Sidney Kaplan, and Richard Haven; and they are named with thanks.

III. CEA Organization — National

This year has seen the consolidation of the organizational changes initiated during the presidency of William Werner. Our treasurer has clarified the procedures for reports to the state office of corporations; and he has cleared both with the Bureau of Internal Revenue and with the Social Security office with regard to the procedures appropriate to our type of organization and staff arrangements. Provision for an annual audit of our books has been made, and the audit for 1954 has been completed and reported in The Critic. The auditor is a public accountant, Mr. John M. Fitzgerald, who audits the books of a number of education-related organizations in Amherst and the vicinity.

Perhaps the most important organizational jobs of the latter half of the year have been: (1). the setting up and the application of revised procedures with regard to the election of the national officers and directors: (2). the firming up of a definitive set of By-Laws, by Bruce Dearing and the other members of the Committee on Organization and By-Laws.

From the point of view of the national office, the confirmation of a definitive set of By-Laws will be very helpful. This will give to the "executive" of CEA a long-needed sense of up-to-date stability, as well as an authoritative guide as to policy and procedure. It is realized, of course, that, as our organization further develops, further changes in the By-Laws will from time to time be needed. It is therefore suggested that a committee on organization and by-laws be maintained from year to year.

IV. Nominations and Elections

The 1955 Nominations Committee, chaired by Allan MacLaine, of Texas Christian, has completed its duties. Other members of the Committee are: Hilda Fife, University of Maine, and Russell Noyes, Indiana University. The mail ballots have now been counted, and the tallies show the following as the slate elected:

President: Bruce Dearing, Swarthmore College; Vice-Presidents; First Vice-President, Harry R. Warfel, University of Florida; Second Vice-President, Henry W. Sams, University of Chicago; Directors: (for three-year terms) John Ciardi, Rutgers University; Carvel Collins, Massachusetts Institute of Technology, Kenneth L. Knickerbocker, University of Tennessee; Director, for one-year term, automatic (outgoing president) Kathrine Koller, University of Rochester; 1956 Nominating Committee: John W. Ball, Miami University, Chairman; Ernest E. Leisy, Southern Methodist University; Harry Moore, Babson Institute.

The outgoing directors are: Ernest E. Leisy (SMU), Edward J. Foster, Georgia Inistute of Technology, Henry W. Sams, University of Chicago, and Harry R. Warfel, University of Florida. Thanks to them, as well as to outgoing Vice-President Norman Pearson, is richly merited.

V. Bureau of Appointments

Continuing under the direction of Albert P. Madeira, the Bureau of Appointments renders twofold service: (1). year-round; (2). at the annual MLA sessions.

This year, for the first time, the MLA itself is offering service of the second kind. What effect this will have on both types of CEA Bureau of Appointments service is hard to say. In its latest issue, PMLA, through For Members Only, stresses the importantance of not regarding their office as a replacement of agencies such as ours; and it observes that the services of such agencies should be better known. We have suggested that people using the MLA facilities be reminded of the availability of our services on the year-round basis, and the MLA secretariat has agreed to help publicize our year-round availability.

Basically, we are beginning to sense the shift in center of gravity from employer's to employee's market. Yet the trend is by no means a powerful one yet — at least not for the Bureau. Al Madeira does report a recent flurry of requests from prospective employers—about twelve such requests within the past three or four weeks. By

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Thursday December 29, we shall be in a better position to assess the trends here.

At present, we have about 82 registrants with the Bureau. During 1955 about 30 prospective employers have utilized our Bureau service. Each of these has had from one to three vacancies to be filled, for the most part at the instructor level.

Both Albert Maderia and I agree on the following trends: (1). **proportionately**, Bureau registrants will increase; (2) **proportionately**, more of the Bureau registrants will be seeking changes to better jobs; fewer will be unemployed seeking some job.

This year, we have continued to maintain our cooperative relationship with the Cooperative Teachers Bureau; and, I have represented the CEA on the Governing Board of that Bureau.

VI. CEA National Committees

Especially since the June meetings of officers and directors, the several CEA committees set up by President Werner have been at work. As has been reported, one of these, the 1955 Nominations Committee, has already done its work. The Committee is characterized by the care with which it has sought to carry out the directives given to it by the officers and directors, and by the thorough and systematic way in which it has formulated its guiding principles and canvassed the possibilities. Its work has been so fundamental that, drawing upon the materials compiled and the procedures set up, future Nomination Committees will be given a head start.

Similarly addressing itself to a specific job, to be completed during 1955, The Committee on Organization and By-Laws has been very energetic and has shown great patience in attempting to winnow essentials from non-essentials, to clarify, to simplify, to cleanse of jargon, to reconcile apparent contradictions, to resolve complications, and adequately to anticipate both future contingencies and future developments. The preliminary harvest has been given to us in the October **Critic**, with supplements in subsequent issues. Today, the Committee's immediate task should be completed.

One feature of the work of both these committees stands out as a shared trait: the way in which consensus has been sought through securing a number of different cross-sectional samplings of CEA opinion and preference.

Other committees, which have been at work and which, through President Koller's summaries, will have their work reported to this meeting, are as follows (the chairmen, only, will be listed here): 1. CEA Institute - Donald J. Lloyd (Wayne University); 2. Research and Grants - Henry W. Sams (University of Chicago); 3. National-Regional Relations - Franklin Norvish (Northeastern University); 4. Ph. D. Curriculum Committee Revision and Preparation for Teaching - Alvan S. Ryan (University of Notre Dame); 5. Publications - Harry R. Warfel (University of Florida); 6. Ongoing Concerns - Carl Lefevre (Chicago Teachers College); 7. Program for 1955 National Meeting - Henry W. Sams (University of Chicago).

The line of inquiry being followed by Committee No. 4. has been given to the membership-at-large in a piece in the November **Critic**.

Since the several committees are submitting their own reports, I am passing lightly over this aspect of my own report. In addition, two activities may here be mentioned that might become the responsibilities of committees to be named: (1). Exchange with college English teachers abroad - James McCormick, Wayne University, is arranging a get-together of several CEA members especially interested in this activity. They will meet during the present Chicago sessions. (2). Committee on national membership expansion. For the time being, John Ball is heading up this activity.

Let me jot down a few remarks about the committees taken as a whole.

1. In accordance with their functions, they vary widely in size and in make-up. Specific and immediate task committees are comparatively small. Committees involving attempted consensus about policy and developments on a broad front are comparatively large.

2. In view of other demands on their time and in view of the short period during which they have been functioning, and in view of the circumstance that this is our first year of experiment with so many committees, and with so many CEA members involved, the progress already made should give satisfaction.

3. It will be for the newly elected president, largely, to decide which of these committees should continue as is, which should continue in modified form or with modified scope and objective, and which. if any, that we now lack, should be added. To date, the CEA has not tried to provide a committee for each and every possible concern of a professional organization of college English teachers. It has set up committees according to need, and has maintained them so long as useful.

4. The work already done by the several committees has been very helpful to the national office. The expectations are very high for much greater usefulness as more of the committees arrive at the stage of reports and recommendations.

VII. CEA Publications

A. The CEA Critic

Thanks to continued moderate printing costs and good advertising income, we have maintained our issues of the **Critic**, for the most part, at eight pages. Occasionally. we have gone to a ten-page issue. The ten-page issue has been especially useful when, during this year of organizational consolidation, we have had much official material to present to our members.

While awaiting a report from our Committee on Publications, we have continued with the **Critic**, in terms of format and the like, as it has been. Yet, within the form, we have worked for improvements. Recently, Professor Leonta Horrigan, of the University of Massachusetts, who has done copy editing for a leading publishing house, has agreed to give Lee Holt some time in this aspect of our **Critic** job. Further, thanks to new equipment, our printers are providing opportunity for more varied and flexible use of different sizes and types of heads.

In accordance with the recommendations of the June meeting of officers and directors, we have tried to increase the emphasis on coverage of regional CEA concerns; we have added the names of regional heads and representatives to the **Critic** masthead; we have publicized the December 27 Chicago meeting of regional leaders; and we have begun to notice the meeting of regional CEA leaders in Amherst, next June, when the national officers and directors will be meeting there again.

Also, we have tried to increase the proportion of material dealing directly with our classroom concerns. One of the means adopted is the revival of Burges Johnson's monthly feature, "Gibberings of an Old Ghost."

Good examples of simultaneous stress, in **The Critic**, on regionally originating material and on material dealing directly with classroom work are the following: (1). Edward Foster's Georgia Tech. teaching experiment with **Executive Suite**; (2). John Butler's series of exercises used in his course in literature at Amherst College; (3) "The IC Course in English at Brown University," by Elmer M. Blistein, NECEA, in December, 1955 **Critic**. By way of footnote, it is pleasing to know that a publisher has already contracted with John Butler for the publication of his series in book form.

B. Other Publications Projects

1. The 1954 national CEA meeting papers, published as **CEA Symposium: Seeing It Whole.** This was a cooperative project, with the Center for the Study of Liberal Education for Adults contributing substantially to meeting the costs. A copy has gone to each CEA member and to the master list of the CSLEA. In addition, other copies are being placed as a result of requests. Most recently, Mr. Howard R. Boozer, Secretary-Treasurer for the Council on Cooperation in Teacher Education, of the American Council on Education, has ordered copies for distribution to the members of the Executive Committee of the CCTE. Dr. Clark edited the **Symposium.**

2. **Reprints.** This year we have expanded our practice of running reprints of some **CEA Critic** articles and distributing them as separates where we think they will do good. Thus Randall Stewart's "The Responsibility is Ours" (May **Critic**) has gone, as a reprint, to

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all heads of English Departments as listed in the PMLA directory. Again, Dr. Seymour Rudin's article on the Bishop's Players, in reprint form, is being internationally distributed (1000 copies).

Another example: John Ciardi's "An Ulcer, Gentlemen," first prepared for two CEA events, one regional and one national, was then published, albeit in abbreviated form, in **Canada's Business.** This is enjoying a brisk reprint demand. Margaret Lee Wiley—to give one illustration—has recently requested three hundred copies of the Ciardi reprint, for distribution to college English teachers in Texas. Professor Ciardi had given the full text of this piece at a meeting of the CEA-related Texas College Conference of Teachers of English.

A third example: It was the national CEA office that brought editor and author together for an exchange that yielded Dr. Frederic E. Pamp's **Industry and Liberal Arts Training,** in the **Harvard Business Review.** In reprint form, this piece, too, is in brisk demand. Dean Putnam Jones of the University of Pittsburgh reports the use of two hundred copies of this reprint in a conference held last November at his University. Together both articles furnish central contributions to current discussions of the role of English and other humanities in an industrial civilization.

Dr. Pamp's article presents a rationale of the worth of such studies, especially imaginative literature, to the executive on the job. John Ciardi's piece pleads for the other point of view. He insists that the humanities, poetry specifically, should not be burdened with responsibility for training the executive on the job. He insists that the poetry is for the humanity of the new executive—for him as a human being—**period.** Together, the two pieces are being used effectively for provoking discussion of the central issues raised.

Like the Ciardi piece, the Randall Stewart reprint affords illustration of the creative interplay between the regional and the national CEA activities. It started as a paper presented at a regional CEA meeting. It gained a national audience through its appearance in **The Critic.** It was fed back into local and regional discussions as a reprint to Department heads listed in the PMLA directory.

Right now, there is in our folder of recent requests, an inquiry from the library of one of the industrial corporations. The inquiry wants to know about rates for some of our reprints—the Pamp and the Ciardi reprints—in lots of two to five thousand. It is interested, also, in like quantities of the **S/R Report to America No. 1 - Industry and the Liberal Arts,** the report of our CEA Corning conference of October 1953. Published over two years ago as a joint **CEA-Saturday Review** editing project, this reprint is still in strong demand.

Another CEA-related publication still being distributed and likewise emanating from our CEA conference at Corning, is President Harry Gideonse's **On Re-Thinking Liberal Education.** An elaboration of his brilliant summarizing address at Corning, this was presented at the Eighteenth Educational Conference co-sponsored by the Educational Records Bureau and the American Council on Education, and it was then published as a booklet by the American Council on Education.

At least four of the publications mentioned in the preceding paragraphs involve direct cooperation between the CEA and some other agency—in one case, the Center for the Study of Liberal Education for Adults, in another, the American Council on Education; in two other instances, respectively, **Canada's Business** (the organ of the Chamber of Commerce of Canada) and the **Harvard Business Review.** In other ways, too, the CEA has been engaged in cooperative editing and publishing. With the editor of **College and University** (the journal of the Association of Collegiate Registrars and Admissions Officers), we have worked out arrangements whereby several of our CEA conference papers are being published. Among them is Sol M. Linowitz' eloquent paper on "Law, Freedom, and Liberal Education" and Howard Mumford Jones' CEA conference pleas on behalf of the studious humanities as an integral part of what constitutes the effectiveness of the humane teacher of freshman English or of the sophomore course.

Another example of CEA's ventures in cooperative publication is our sponsorship of, and participation in, the editing of the new edition of **Good Reading.** Several CEA members, including J. Sherwood Weber himself, Secretary of the Committee on College Reading which produces the book, are working on this project. Another CEA man on the saff is Arthur Waldhorn, of the Greater New York CEA and City College. It was his letter to Dr. Weber, following the latter's report on **Good Reading,** in **The Critic,** and the latter's invitation to CEA members to offer suggestions and critiques, which led to Professor Waldhorn's being invited to join the editorial staff of **Good Reading.** It will be recalled that then CEA President Werner furnished a statement of endorsement to the 1954 reissue of **Good Reading** (which appeared as a Mentor Book).

Similarly we have been taking part in the preliminary discussions of the planning committee for a College and Adult Reading List in the Humanities. This will be co-sponsored by the American Library Association, the Adult Education Association, the NCTE, the CEA, and, possibly, the American Book Publishers Council.

In a more general or extended sense of the term, the CEA is involved in one or two cooperative services that might well be included under the heading of publications. Thus it is cooperating with **The Spoken Word, Inc.,** a non-profit organization aiming to make available in this country recordings of readings originally presented over the radio or TV abroad. The first item in this project is an album of the famous Chaucer readings, originally presented over BBC by Nevil Coghill. So warm was the response to the initial presentation and so favorable have been the comments on the present album that we have considered it a worthwhile service to literature and to the profession to publicize the availability of this album.

The second is a project financed by the National Association of Educational Broadcasters through grants from the Ford Foundation. Entitled "As Others Read Us," it is a project initiated by the Literary Society of the University of Massachusetts; and it has welcomed some CEA counseling and coordination rendered by Dr. Clark and me. This project is a sequel to "New England Anthology," which has been presented at a regional CEA meeting, has been written up in the Critic, and has been presented over a number of educational broadcasting stations, as, for example, the one at Yale.

Among those to be involved in "As Others Read Us" are R. P. Blackmur, John Ciardi, Carvel Collins, John Dos Passos, William Faulkner, Maxwell Geismar, Perry Miller, Edward Wagenknecht, and Robert Penn Warren.

VIII. Inter-organizational Relationships

As our own CEA leaders and other authoritative spokesmen for the profession have repeatedly told us, we are now in a situation of major professional crisis, when the whole question of our role in relation to the practitioners of other disciplines is at stake. At such a time, it becomes a major duty of a professional organization devoted to the interests of College English teachers and teaching to make their presence, their claims, their faith, their stake known wherever there are meetings and other gatherings in American higher education. In the best and most serious sense of the word, the crisis is such that, as a profession, we are called on to engage in a comprehensive effort at effective public relations. Already, this report has given a number of examples of how we in CEA have been seeking to discharge this responsibility.

The main types of CEA's involvement with other education-concerned organizations have been the following: (1). CEA official representation at conferences; (2). program and committee participation; (3). consultation.

Thus, as an associate member,

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the CEA was represented, by me, at the annual conference of the American Council on Education; it was represented by Donald J. Lloyd and me at the May 1955 conference on culturally improving the mass media—convened by the Thomas Alva Edison Foundation; by John Ball and me at the fifth national Conference on UNESCO at Cincinnati, November 3-5; by me at the conference on strengthening science teaching and the recruitment of science teachers, a conference set up, again, by the Thomas Alva Edison Foundation; by Bob Fitzhugh and me at the Awards dinner in the mass media, of the Thomas Alva Edison Foundation.

In addition, I have written papers on request for such publications as the **Bulletin** of the Association for Higher Education; presented a paper at a panel discussion at the Tenth Annual Conference on Higher Education (this paper has been published in the proceedings of that conference, called **Current Issues in Higher Education, 1955**); served at the annual self-appraisal conference of the Council for Financial Aid to Education; was recorder for the American Council on Education-developed panel discussions, at the national conference on UNESCO, on the subject of The UNESCO Relationships with American Higher Education; took part in the CSLEA developed 1955 Conference on "The University's Responsibility for the General Education of Adults" (Chicago, March 3-5); served under the chairmanship of Dean Warren Bower of New York University on the committee for radio awards of the Thomas Alva Edison Foundation. On December 21, in Washington, I took part in the sessions of the **ad hoc** committee on industry-higher education relations, convened by the American Council on Education; and, while in Washington, served as consultant to the Association for Higher Education Committee on General Education, in its concern with Industry and General Education. This fall, I served, too, as the Chairman of a New England Conference, sponsored by the World University Service, on India and Higher Education.

Recognition of the services CEA has been rendering through these inter-organizational relations and activities has not been wanting. It is found in the CSLEA's report to the Fund for Adult Education (Summer, 1955). It was publicly expressed at the annual sessions of the American Society for Engineering Education, last June, at Pennsylvania State University. It is implied in one of the remarks made by a Canadian educator in a recently issued volume. This is the report of the already mentioned Conference on the University's Responsibility for the General Education of Adults. It is made in the Preface, an "Observer's Report" on the conference, by J. Roby Kidd, Director, Canadian Association for Adult Education. Listing as one of the omissions at the conference that of the role of languages in general education for adults, Mr. Kidd explained that he had in mind particularly foreign languages; and he added that, so far as language study generally is concerned, this omission "was filled by Max Goldberg of the College English Association."

In his major address at the same conference, Mr. Robert Blakely, of the Fund for Adult Education, cited the CEA as an example of what can be done when "the professional associations are somehow or other pulled out of their pedantic ruts and confronted with the issues which are at stake at the present time and the relevance of their particular discipline to the resolution of these issues."

IX. Executive Secretary's Travel

The preceding gives part of the picture of my CEA-related travels during 1955. In a number of instances, the other organizations involved in these inter-organizational relationships have taken care of the expenses. These trips, it may further be noted, have often enabled me to do field work advancing CEA regional activities — en route, or in the locale where the meeting, conference, or consultation is being held, to which I have been invited. Thus, an August trip to Chicago, Detroit, Cleveland and Cincinnati on CEA Institute development, enabled me to strengthen ongoing CEA regional activities in Illinois, Michigan, and, especially, Ohio. The same holds true for CEA activities in Ohio when I went there in early November, to serve as recorder at the UNESCO Conference. While there (with excellent cooperation by John Ball), I was able to do much CEA spade work and seeding for projects which will be maturing within the next two or three years.

For example, while in Ohio, I discussed CEA's role in the sesquicentennial celebrations to be held at Miami University in 1959, and in connection with which the CEA has been invited to sponsor a symposium. Likewise while in Ohio, I worked out final arrangements for the recognition of a CEA regional affiliate in that state.

The same holds true for a trip I made to Denison College in late January, and for my trip to Washington in early May. The sessions at Denison combined CEA regional planning with exploratory talks concerning an Ohio Committee for the CEA Institute. In May, on my return from Washington, I spent a day, on CEA business, with the English Department at the University of Delaware. Similarly my recent trip to Washington enabled me to spend a day in Pittsburgh on CEA affairs.

My CEA-related travels may be classified as follows: (1). developmental - for regional affiliates; for future conferences, meetings, consultations; sometimes for the development of Critic articles; (2). participating; (a). as representative; (b). as program developer or consultant; (c). as program participant.

Often, as I have pointed out, a given trip may enable me to combine all these types of CEA services, and sometimes other organizations involved have footed the bill.

X. CEA Institute Activities

These have been covered in **Critic** reports, and in the reports connected with the June meeting of officers and directors; and are being covered, in an interpretive and evaluative way, in the report drawn up by Donald Lloyd, as chairman of the Committee on the CEA Institute. Here I am listing some of the highlights:

1. The CEA Institute Conference at Union College and General Electric, Schenectady, April 5-7. This has been nominated for a Freedom Foundation Award, and the Foundation has accepted the nomination for consideration. President Davidson, of Union College, in his reports to alumni and others, has cited it as a major event of the year for his institution.

2. The discussions of the CEA Institute at the June meeting of officers and directors, and the firm mandate for balanced development of the CEA Institute, as an integral part of the total CEA program, that came out of that discussion.

3. The CSLEA-supported joint three-day consultation, at Amherst, on the Institute (October 12-14). Several main results: (a). Recognition of the CEA Institute as a flexible and inclusive instrument whereby the College English Association advances the interests of the profession, especially in the relationships between the college teacher of English and (1). his other academic colleagues; (2). academic administration; (3). the community, generally, and particular sectors of the general community. (b). Firm commitment, by both academics and others who participated, to the responsibilities of the CEA Institute to advance, specifically and explicitly, the cause of college English and allied teaching. (c). Provision for better machinery, whereby joint planning and operation may more effectively be carried on, and whereby appropriate funds may be raised.

4. The statement by Lewis Carliner, of the office of Education of the UAW-CIO that the CEA Institute activities "bridge two activities which until now have been going along separately in such a way that anyone from one came invariably as a suspicious stranger unto the other."

5. Recent tributes to the CEA for its CEA Institute development by: Dr. Theodore Distler, Executive Director, Association of American Colleges; Mr. Francis Pray, President, Association of Collegiate Public Relations Officers; Dr. Wilson Compton, President, Council for Financial Aid to Education; Dr. Edward Hodnet, author, **College-Industry Relations.** (These should be added to those of Howard Lowry, Douglas Bush, Allan Nevins, and other academic spokesmen respected for their scholarly attainments.) Dr. Compton has praised us especially for making one dollar received do the productive work of two dollars.

6. The continuation of the work of Glenn Christiensen as Executive Secretary of the Pennsylvania Committee for the CEA Institute.

7. The co-sponsorship, by the CEA and Case Institute of Technology, of a one-day symposium on the humanities in Engineering Education, to be held at Case Institute of Technology, in late March, as an invitation affair. This celebrates the culmination of the work done at Case in developing humanistic and social studies curricula for engineers—on a grant from the

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Robert Shurter, Director of Social and Humanistic Studies at Case, is acting as liaison between Case and the CEA. I am serving in a coordinating and consultative capacity. John Ball and other members of the CEA in Ohio will be cooperating. Among those who have already agreed to come: Howard Mumford Jones, Stringfellow Barr, William Fielding Ogburne, and Crane Brinton.

8. The co-sponsorship, by CEA and the University of Pittsburgh, of the second in a series of retreat-type two-day seminars in which representatives of various executive sectors will discuss, with University administrative officers and arts and science professors, ways of making more effective the liberal or humanistic component in the education of those headed for careers in industry and social leadership, and desirous of enjoying qualitatively meaningful personal lives.

9. The co-sponsorship, of meetings in which the relations between labor and the humanistic studies, especially English language and literature, will be discussed.

10. Some projects explicitly designed to strengthen college English teaching in the face of the challenge of the "coming tidal wave" of students, and the twin needs of quality and quantity.

11. Some activities designed to strengthen personal relations between college English teachers in the United States and their colleagues abroad.

12. A tape or tapes of selected talks originally presented at CEA Institute conferences, to be made available for use both within and without the profession. (Under the editorial and technical supervision of John Ball.)

13. Continued headquarters service in the way of distribution of CEA Institute related materials and through advisory and consultative services.

14. Exploratory talks on possible "big shows" for 1956 and 1957.

15. Exploratory talks about TV programs stressing CEA Institute concerns. (Clyde Henson is assisting here.)

16. Classification and analysis of CEA Institute material with a view toward the following: (a). publication of an occasional informal "CEA Institute Briefs"; (b). publication of a working manual and source book of CEA Institute materials for use by teachers, academic administrative officers, academic personnel and guidance officers; business, industrial, and governmental personnel and training and relations officers; libraries, etc.; (c). a collection of memorable CEA Institute papers; (d). separate articles on the CEA Institute and its concerns (Sidney Kaplan has done the groundwork for these publications.)

A glance at this list of activities, projects, and developments indicates that we are carrying out the policy described earlier this year of decentralizing and intensifying our CEA Institute services. This does not mean that we are giving up "the big show (cf. Corning, Michigan State-Oldsmobile, Union-General Electric). All that it means is that we are encouraging, in addition to possible big shows, and as preparation for them, the decentralized and intensive "conference" programs suggested above. This does not reduce the work at the national office. It does give to this work different emphases and proportions. It throws the clearing-house, coordinating, and consultative functions of the national office into greater prominence. It means that, since May, there has been less activity, at the national office, in connection with big show financial, personnel, and program details. It means, also, that we are now once again working toward intensive conferences on the more immediately communicative aspects of our professional efforts.

XI. National-Regional Relations

Since the June meeting of officers and directors, we have made considerable progress toward fulfilling the recommendations then made concerning the development of national-regional relations; and, in some instances, we have actually completed the jobs specified in these recommendations. The following lists the items dealt with or completed:

1. A current roster of regional officers, representatives and advisers has been built up and is being maintained. (Because of some delayed reports, and the need of reiterated requests, this has been a time-consuming job.)

2. The names of regional presidents (committee chairmen, or representatives — where there are no presidents) are now part of The Critic masthead.

3. A breakfast for regional CEA leaders and national CEA officers and directors has been arranged for Tuesday morning, December 27, 8:15 a.m., at the Palmer House, Chicago. (Participants are guests of the CEA, and, in some cases of need and in return for staff services in Chicago, the national CEA has assisted regional representatives through travel reimbursement.)

4. Sessions, separate and joint, are being provided in plans for the annual June meeting of officers and directors, University of Massachusetts, June, 1956.

5. National officers and directors have represented the national CEA at regional meetings and have reported to the national office concerning these meetings; and messages of greeting have been sent to regional meetings from the national office.

6. The national office has furnished to the regionals materials for distribution at their meetings; and, on request, has made suggestions as to speakers and topics.

7. The national office has contributed materials and modest sums toward the strengthening of regional activities where these are just getting under way.

8. Regional officers and The Critic staff have increased the flow of regionally originated materials into the columns of The Critic.

9. Through the several means already indicated, there has been increased emphasis, in The Critic, on regional CEA thinking and activity.

10. On my travels, I have done CEA regional developmental work in Illinois, Michigan, Ohio, and Delaware. My visits to Ohio have helped in the recognition of an Ohio regional CEA affiliate.

While so much has been done, much more still needs to be done; for we have to keep at it until we have gained saturation in depth, and we are still far from that goal.

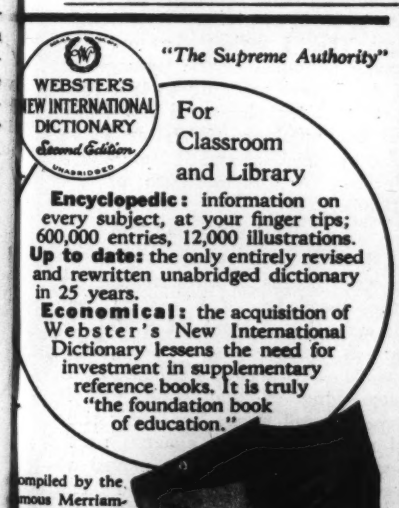
This year, one of our affiliates has been going through doldrums caused by temporary breaks in leadership. We are aware of this situation; and thanks to the collaboration of CEA veterans in the region, we can report progress in improving this particular regional situation.

We can report much else on the positive side. Thanks to Levette Davidson, Matthew Pearce, and Otto Birk, we once more have an explicit CEA emphasis at the annual Rocky Mountain MLA sessions. Thanks to Ernest Leisy, Joseph Jones, Patrick Hogan, Frederick Leake, and others, we are witnessing increased CEA emphasis in the South Central area. Both to hearten them and to strengthen their hands, we have provided Professors Hogan and Leake modest travel subsidies to bring them to the Chicago meetings.

We hope to do much more of this in the future—both for our annual meeting sessions and for the June sessions in Amherst. Even though, as yet, we have had to limit ourselves severely as to such travel reimbursement, we already have, this year, a group of thirty-four CEA leaders concerned with national-regional developments, who have signed up for the Chicago breakfast devoted to this business on the morning of December 27.

Also on the positive side, we can report that, this year, we have had a strong schedule of meetings of our regional affiliates: spring and fall meetings for New England, Greater New York, Middle Atlantic, California, Michigan; spring meetings for Chicago, Pennsylvania, Southeastern, Texas, Indiana, New York (State); fall meetings for South Central, Rocky Mountain, North Carolina-Virginia-West Virginia. Attendance has varied from fifty to two hundred at each meeting. Thus, through our nineteen regional meetings, we have reached about 1275 college English teachers in 1955; and through The CEA Critic and Critic reprints, the impact of the papers and the discussions at these nineteen regional meetings has gone far beyond the original regional participants.

I wish to conclude this section of the report by presenting a problem and suggesting solutions. For two reasons, at least, it is highly desirable to have some sort of financial nexus between the regional CEA activities and the national. (1). The additional income would be useful, especially since national CEA resources are plowed back, to a certain extent, directly into re-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gionals. (2). Such a nexus would enable us the better to show more realistically what our full national strength and impact are.

To my mind it is this second reason that is the more important. Again and again, when we represent CEA nationally at professional meetings, etc., we are asked about the weight of the constituency we represent. And each time, after we have given the figures on national membership, we hastily add: but we reach and are reached by a much larger proportion of our profession. We have sixteen regional affiliates and each has at least one meeting a year, and the attendance at each such meeting varies from fifty to two hundred.

Of course, these statistics register, but not so effectively as if we could add most of the regional figures to our national membership figures.

That is why I tend to favor some sort of joint membership basis whereby a regional CEA participant becomes a member of the national by, say, paying a total annual fee of $3.50, up to one dollar of which, however, would revert to the regional treasury. We ought to give those who want to join the national as well as the regional some sort of inducement and some sort of reward. The alternative—an assessment from each regional, does not strike me as so attractive. Of course, both methods could be combined, if the regional assessment were kept small. I hope that by the time of the June sessions, a consensus will have been reached adequate for action at that time.

XII. In Conclusion

At Amherst, the 1956 annual dues letter mailing is under way and it should be in the mails by the middle of next week. Also, we have been preparing for an all-out membership drive to be launched early in 1956. Meanwhile, we keep asking present CEA members what would happen if, in 1956, each of us added to our rolls a single new member!

All in all, this has been a year of integration and consolidation. To the extent that our efforts have been successful, we are all the more deeply indebted to our officers and directors. Especially are we indebted to one whose influence, this year, has been largely behind the scenes, but who, in terms of specifying the things to be done and of insisting that they be done, has played a leading role. I refer to Past President William L. Werner, of Pennsylvania State University.

Respectfully submitted,
Maxwell H. Goldberg
Executive Secretary

WORDS IN READING

(Continued From Page 1)

bothers his head about a radio. He knows that when he turns certain knobs, the thing plays hillbilly That is what it is.

So we all make something of what we see and hear, even if what we make of it is only the surface of what it is. Yet we teachers are likely to assume that when a student sees a strange word in a sentence, he is aware of a meaningless gap. I believe it is a very unusual student who looks up a word he does not know in a passage that he thinks he understands.

You have perhaps heard the story of the taxi-driver who picked up an Englishman at a New York airport. The Englishman's tie was rumpled, and he wished to buy a new one before he went to his appointment. He directed the taxi-driver to take him to the hotel, but on the way to stop at a haberdasher's. The taxi-driver said, "Yas suh, boss," and drove off. After a while, he slowed the taxi, turned to his fare, and said: "Where is dat you wanted to stop befo' you goes to de hotel?" The Englishman replied, "Stop at a haberdasher's. I'm a stranger here. You pick out a good one." The taxi-driver replied, "Yas, suh, boss, I'll get you a good one," and drove on. But after a while he drew his taxi to the curb, turned around, and said, "Look here, boss! — Is you interested in likker, or women?" The word **haberdasher** did not confuse the taxi-driver when he heard it. The word **hotel** gave him the general idea, and he started off right away.

Draw Up to the Curb

Likewise, to our student, "routed by the police" means "the police led the way," until the context says something about broken heads. Then, if he really wants to understand, he draws up to the curb.

Since our student makes something of everything he reads and drives on—what is our problem? Our problem is to make him aware of a slight blur in the thought of a sentence when any word seems to say nothing, or to make him aware that the picture he forms may be wrong if it forms a truism, an inane statement, or an image inconsistent with its context. The task is to train him to question what he makes of a sentence and to ask what the writer meant. Our task is to make him form the habit of drawing up to the curb whenever, on the way to the hotel, he passes into a layer of fog.

We Learn in Contexts

It seems that we learn words, from childhood on, in contexts. One evening, when my daughter was about three years old, I took her riding through town. She saw the flickering red, yellow, and green lights of a movie palace and said, "See the pretty beads!" I had never thought of them as beads, but I could see how she made something of the lights in the context of a string of colored beads she had at home.

But sometimes we have to know the context of the context, so to speak, fully to understand a meaning. In one class we were looking at a sentence that contained the word burn in quotation marks in a context about making quicklime. A student asked why burn was put in quotation marks. I said that it did not mean "burn" in the sense of oxidize, but meant a process of heating lime to drive off carbonic acid. (I did not know the details, but I made something of it.) The student asked how he was supposed to know that the quotation marks meant any such thing as that! Anyway, the context for understanding this quoted "burn" was not the context in the book, but the context of enough knowledge to understand the context in the book.

Profounder Meanings

Sometimes the context indicates profound meanings for words that are apparently simple. There is where the student drives on. He knows every word, and he makes something of every word in its context. Why draw up to the curb?

For example, our sophomores read Somerset Maugham's **Of Human Bondage**, which contains this description of Hayward: "He lied and never knew that he lied, and when it was pointed out to him said that lies were beautiful. He was an idealist." If I ask a sophomore what **idealist** means there, he may get as far as "dreamer." But if I ask him what the irony is (and define **irony** as double meaning), he is stuck. I have to point out that Hayward called himself an idealist to mean one who believes in perfection in the realm of the beautiful that transcends the good and the true, and implied in "idealist" lofty self-approval; but that Maugham calls Hayward an idealist in scorn of his lazy day-dreaming. Then I reflect that even to make as much of the passage as I do, I have to bring to it a context that includes some knowledge of the writings of Walter Pater and his disciples and of Maugham's interest in the esthetics of the 1890's.

Imagination Needed Too

Sometimes to understand what a word means requires not merely the knowledge of a context, but imagination. I think of a class in which we were reading George Orwell's 1984. The students made something of that book, and it even scared them. But every time I asked a question about a particular meaning, I was moved to wonder why the book scared them, if they did not know what it meant.

I got plenty of vigorous duckspeech from the class, telling the story and condemning Communism, but little explanation of meanings that criticize trends in our own society. For example, Winston left his cubicle to go to the lavatory, and on the way he met the girl

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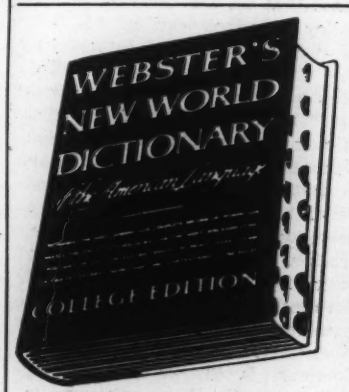

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with the dark hair. She had her hand in a sling. A sentence reads: "Probably she had crushed her hand while swinging round one of the big kaleidoscopes on which the plots of novels were roughed in."

I asked where the girl worked. She worked in the Fiction Department. What did she do? She ran a kaleidoscope machine. Well, what is a kaleidoscope machine? The student was stuck. Then, what is a kaleidoscope? It is a tube that you hold up to the light and turn, and it makes pretty patterns. Why? Little pieces of colored glass in it tumble around, and some mirrors reflect them in designs. Then what is the satire here? An injured look, but no answer. Then how are novels written in the world of 1984?

Well, I had to explain what is meant by the formula-story, with reference to Westerns, murder mysteries, and love-romances. The students see how the kaleidoscope machine manufactures plots by varying the patterns of the same old characters and situations. Still, what is the satire? Gradually the idea dawns that the satire treats the fiction of 1955, found in every drug-store and bus station.

Careful Reading

In my course in the Victorians, I have to do what everybody has to do to cover the range of the course: lecture a good deal. But now and then I take time to look closely at words and sentences. Then it takes us half an hour to read a sentence. As you know, the last paragraph of "The Everlasting Yea" presents the synthesis of what Teufelsdrockh worked out after his conversion. He says: "I too could now say to myself: Be no longer a Chaos, but a World, or even Worldkin." The sweep of the paragraph is inspiring. The religious fervor of the exhortation to "Produce! Produce . . . Up, up! . . . for the Night cometh" points the finger of God straight at every student's conscience.

The students make something of it. It shakes them to their marrows. But I return to the sentence: "Be no longer a Chaos, but a World, or even Worldkin." It is the only sentence in the paragraph that says much. The rest is shouting. It is the only sentence that the students do not understand. They pass over it; they lose it in the shouting. I could tell them in three minutes, say, what the sentence means, but I think that if I make them tell me, they will remember.

I find that they did not think about the words Be, World, and Worldkin. It takes half an hour of turning back to contexts and insisting that each of the three words rests in these contexts to make the students see that the sentence expresses Teufelsdrockh's command to himself to become an inwardly organized, purposeful cosmos, or at least micro-cosmos in harmony with the creative principle in the world. What is this little bit worth, that costs half an hour? Well, through understanding the words in this sentence that sythesizes the chapter, they come to understand the context, which is the chapter.

To sum up, like the cat who understands Wall Street, students make something of what they read. The problem is to help them make of it what the writer meant. We have to train students to read words in contexts that define the words and are in turn enriched by each word. We have to give them the context we cannot expect them to have. Then (because they must learn to inquire and imagine) we must spend half an hour on a single sentence.

J. O. Bailey
University of North Carolina

Biography And The Non-English Major

(Read at Southern California CEA meeting, Oct. 24, 1955, at the Univ. of Redlands. This paper was part of a panel discussion on the topic "Literature and the Non-English major")

Whatever the panel has to say this morning must not be construed as an attempt to proselytize to the cause of English any reluctant student from another field. Still less is this a plot to snare in the silken web of language the incredulous who ask, "But what can you do with an English major?" a query which any dullard can translate into its vulgate equivalent, "In what market place can you cash it?"

It is rather that we feel that through many types of literature one arrives at a clearer understanding of his world, his fellow man, and himself, that we believe that even the misguided student, the non-English major, can profit from a moderate exposure to creative writing.

Many Lives

If it is true that "a man who reads lives many lives," then in a very special sense it is true of the reader of biography, for he can in turn be a prince in Plutarch's Lives, a citizen of Shakespeare's London town, a Churchill at Harrow, a poet, painter, musician, even a midwife officiating at the birth of the earth.

This reading of biography affords an opportunity to indulge in that most entrancing of pastimes, peering into the lives of others. Whether this taste stems from a kind of low, keyhole curiosity, or a groping toward a more complete understanding of our world and our own small place therein, suffice it to say that once biography had become something more pentrating than a pious reverence to the dead, the 'lives' increased manyfold on our library shelves.

Learn from the Past

To each reader biography offers rewards. Where else can he gain so vividly an understanding of the past? for the study of man is rooted in the life of his times. Where so dramatically can he see the relations of man to his environment and to his culture, not man in the abstract, but particular and significant individuals? In what mirror can he better see the reflection of his own life than in the lives of other men with like hopes and dreams and aspirations?

To choose among the wealth before us is to offend by omission, but we venture to offer the student a variety in both time and place. Would not the student of history, and indeed should not we all, be interested in the Russia of the 19th century as it appears in Alexandra Tolstoy's account of her father? Settled with his family at Yasnaya Polyana, Tolstoy felt the yeasty ferment of a stirring peasantry, eager to learn, to do, to become something more than the dull clods they had been. Already the conflict was in the making, while at the court, life continued its lavish, gay, unheeding way. There is Tolstoy the artist, the friend of Pushkin, Lermontov, Gogol, Turgenev; but also Tolstoy the idealist, the reformer, the enemy of the czarist government, whose oppressions were already becoming intolerable.

Then against our own Civil War background moves the sensitive youth who was to become the great Justice Holmes. In Catherine Drinker Bowen's Yankee from Olympus we witness the painful reaction on his son as Oliver Wendell Holmes draws on intimate family incidents as copy for the Atlantic Monthly; see a son's will stiffen against the father's scornful opposition to the law as a career; and finally, the magnificent vindication. Now and again, around and above the other characters, stands the gaunt figure of Lincoln sorrowing over his stricken land.

Johnson, Gandhi, Dylan Thomas

Not diffident but brash is another young barrister, the discovery of whose extensive papers has been one of the great literary finds of our century. The effervescent James Boswell's Life of Johnson still delights and fascinates with its anecdotes of its ponderous subject,of Goldsmith, Garrick, Reynolds, the whole coterie jockeying for place near the great man. Here is Boswell, amiable stooge, asking only for a chance to arouse Johnson to speech; then after Johnson's death, there is the indefatigable legman, searching the byways of London to question anyone who had had contact with his subject. The city, too, rises from the pages: London with its theatres, its coffee houses and taverns. Here is the

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bustling life of the Thames, slowed to a crawl as the mists settle down with the oncoming night. Could any student resist an introduction to this life through the Arabian Nights fascination of the search for the Boswell papers?

Charged with our own immediate concerns are two biographies, one not yet off the press. The first deals with Gandhi, whose experiences as a young man in a White-dominated Africa throw a painful light on a topic that cries today for our attention. Here is a foreshadowing of the crisis that John Gunther feels can not be long postponed. Not only because the world can do with saints and near saints, but because the life sheds light on the painful and shameful Negro-white relations in Africa is it of value to all who hold good human relations a key to world harmony.

The second book, soon to come off the press, is John Malcolm Brinnin's **Dylan Thomas in America.** If the excerpt in the current **Atlantic Monthly** is a measure of the completed work, the book will appeal not primarily to the student of poetry, but rather to any sympathetic reader. From the pages emerges, not a magnificent craftsman at work, but one—to paraphrase—than whom none was wiser when he held a pen or more foolish when he did not. It is an understanding and disturbing account of a broken life, and did one not fear to alienate the timid reader, one might add, a kind of Greek tragedy with much of the sound and fury off stage. The reader may discover, as Caitlin Thomas says, that "There is no such thing as the one true Dylan Thomas, nor anybody else; but necessarily, even less so with a kaleidoscopic-faced poet."

Special Interests?

Is our reader interested in the arts? Lure him with an account of the rise of ballet in America, promise him a panoramic view of the transition of Hollywood Boulevard from a cow pasture to — well, what ever you choose to call it now that it's to be paved with green. Should he read in Agnes DeMille's **Dance to the Piper** only the one incident of the child's backstage meeting with Pavlova, he will get in one penetrating insight the price in loneliness and pain and heartbreak charged to the account of the artist.

Is his interest the physical world we live in? Then guide him to Gamow's **The Biography of the Earth** or to Rachel Carson's magnificent **The Sea Around Us.** If he picks up a few of the poetic rhythms in her beautiful prose, that is a bonus.

Tell him bits, read him passages, let him glimpse his own soul through the lives of others, let him learn through biography the psychology of human behavior in all its relationships. Here is his class in sociology, in history; here is the psychoanalyst's couch—and if he does not rise from it a happier, he will at all events be a wiser man.

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AS OTHERS READ US

William Faulkner and John Dos Passos have recently agreed to make tape recordings for the Literary Society of the University of Massachusetts as part of the society's project of eight programs dealing with American writers who have played a major part in earning European respect for American culture.

The project, entitled "As Others Read Us: American Fiction Abroad," is made possible by a grant-in-aid from the National Association of Educational Broadcasters.

It is under the direction of H. Leland Varley and Sidney Kaplan, professors of English at the University of Massachusetts. Cooperating with the Literary Society are the College English Association and the university's department of English.

David Clark, CEA administrative assistant, has been a key worker in setting up and securing the project grant. Max Goldberg is serving as adviser.

Robert Penn Warren, noted novelist and critic, is keynoting. He recorded his introductory talk at the University campus on Jan. 30. Mr. Warren, professor in the Yale School of Dramatic Arts and author of the present best-selling novel, "A Band of Angels," has been chosen as keynote speaker because of the particular interest he has evinced in the subject of American literature abroad.

Other notable men of letters who have agreed to appear in the series of programs are the critics Richard P. Blackmur, Maxwell Geismar, Perry Miller, and Carvel Collins. However, the list of authors and critics to appear in the program is still incomplete.

Each program in the series will feature one of eight major novelists whose works have gained widespread recognition in Europe. Among these will be Mark Twain, Henry James, Sinclair Lewis, Thomas Wolfe, John Dos Passos, and William Faulkner.

In the programs dealing with authors who are no longer living, there will be present an American critic and a European critic both of whom are especially familiar with the author. Where the author is still living, however, the Literary Society hopes to have the writer himself speak on the European reputation of his works with the foreign critic—as will be the case with Faulkner and Dos Passos.

When completed, the tapes will be distributed to high schools and colleges throughout the United States. More than 60 educational institutions have enjoyed recordings of the Literary Society's successful project of two years ago, "New England Anthology," which featured some of America's foremost poets who have made use of the New England scene and heritage in their poetry.

Students Take the Initiative

Proving that literary discussion can be really interesting and "co-curricular" activities both exciting and worthwhile, a group of students at American International College, with almost no help from faculty in planning, have initiated a series of panel discussions of modern American literature, which has proved successful far beyond expectation.

The secret seems to be to get faculty members from outside the English department as well as from the English department onto each panel; to include at least two well-informed students on each panel; and to plan the session carefully for a good pace, rapid interchange of comment, some lively disagreement, and ample chance at the end for audience participation.

This type of meeting began some time ago with a session on the impact of Freud on modern literature, in which a well-known local psychoanalyst was invited to participate, along with the head of the department of philosophy, two English professors, and a student. Needless to say, a large hall was filled for this discussion.

Another meeting on the topic: "Has New England Lost its Literary Influence?" was expected to be less popular; but, held in the late afternoon after the last class, it too was highly successful, was written up in the school and city papers, and started considerable student discussion. This panel drew in two well-informed students and the head of the history department.

The most recent meeting, a panel on Ernest Hemingway, was thought by many to be the most successful so far in terms of audience interest and participation. The aim of this discussion was to attempt an evaluation and analysis of Hemingway's major books and of his place in modern literature. If student learning progresses most rapidly and effectively outside of rather than in the classroom, as recent studies seem to show, meetings of this sort, conducted by the students for themselves, should be an important part of campus life.

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